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ABSTRACT

The Teacher Preparation Workshop and Test Workshops Project were conducted to develop and pilot test a process approach to staff development in career education in the affective domain at elementary and middle school levels. An attempt was made to develop selected learning experiences which would influence attitudes of teachers toward incorporating career education activities into the curriculum. Data were sought from pilot workshop participants relative to their feelings about the workshop experience and the leadership of the workshop. In addition, attempts were made to measure changes in attitudes toward both career education and the teacher's functioning in the affective domain in their curriculum activities. Evaluations of the workshops were generally favorable. Results of an opinionnaire administered before and after the workshop to survey teacher attitudes show a change in attitude toward both career education and the affective classroom approach. A recommended process model for teacher preparation in affective approaches to career education is outlined. Appendixes include agenda, evaluation forms, and the opinicnnaire used in the workshops. (TA)

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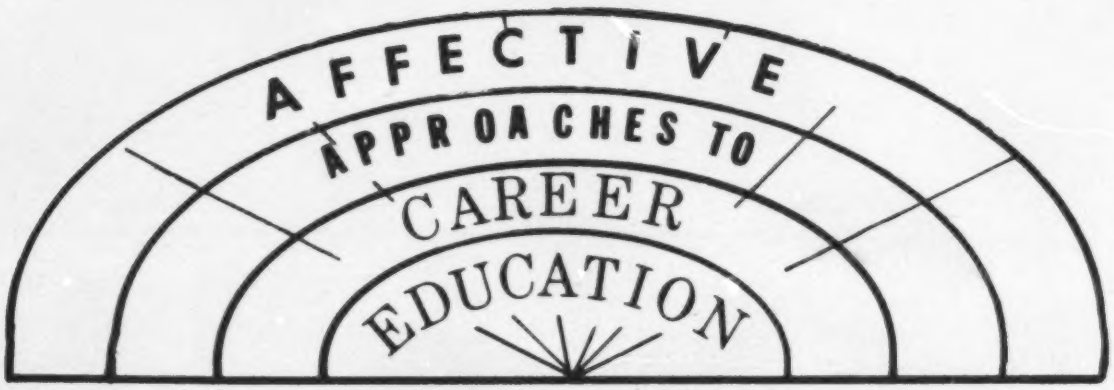
# PROJECT REPORT

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CE 009 182

PROJECT REPORT

Project Numbers VTAD C4-012
D4-012

# AFFECTIVE APPROACHES

# TO

# CAREER EDUCATION

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October, 1974

The project reported herein was conducted pursuant to grants from the Division of Vocational, Technical, and Adult Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CONTENTS


| | Page |
|---|---|
| LIST OF TABLES | iii |
| INTRODUCTION | 1 |
| METHODOLOGY | 2 |
| Planning Conference | 2 |
| Pilot Workshops | 3 |
| Pilot Workshop A | 4 |
| Workshop B | 5 |
| Teacher-Attitude Survey | 6 |
| FINDINGS AND ANALYSIS | 7 |
| CONCLUSIONS AND RECOMMENDATIONS | 10 |
| REFERENCE CHART OF WORKSHOP COMPONENTS | 12 |
| RECOMMENDED PROCESS MODEL FOR TEACHER PREPARATION IN AFFECTIVE APPROACHES TO CAREER EDUCATION | 13 |
| Local Leader Preparation Program | 13 |
| Suggested Criteria for Selection of Local Leaders | 13 |
| APPENDIXES | 15 |
| APPENDIX A. PLANNING CONFERENCE TEACHER PREPARATION FOR UTILIZATION OF THE VALUING APPROACH TO CAREER EDUCATION | 16 |
| APPENDIX B. AN AFFECTIVE APPROACH TO CAREER EDUCATION | 17 |
| APPENDIX C. WORKSHOP EVALUATION | 19 |
| APPENDIX D. INDIVIDUAL STRATEGY EVALUATION (Workshop A) | 20 |
| APPENDIX E. INDIVIDUAL STRATEGY EVALUATION (Workshop B) | 22 |
| APPENDIX F. AN AFFECTIVE APPROACH TO CAREER EDUCATION | 24 |
| OPINIONNAIRE | 26 |

LIST OF TABLES

Page

Table 1. Results of Teacher Attitude Survey, Pilot Workshop A..... 8

Table 2. Results of Teacher Attitude Survey, Pilot Workshop B..... 9

# INTRODUCTION

During 1970-72, the State Department of Education funded the development and testing of a value-based curriculum in career education. This curriculum, called FAIS, was subsequently released for commercial publication under the title Valuing Approach to Career Education. Following the recognition of the need for and development of these materials in the affective domain, the need for teacher education in the utilization of such curriculum materials became evident. An additional need is for teachers to recognize and accept responsibility for relating other instructional area curricula to careers.

In 1973-74, Project FUSION, BR4-0032, was funded to investigate the implementation of Project FAIS in the middle grades. The analysis of data yielded by this study indicated the need for adequate staff development prior to using curriculum approaches focusing on the affective domain in career education. The TEACHER PREPARATION WORKSHOP PROJECT reported herein was conducted to develop and pilot test a process approach to staff development in career education in the affective domain at elementary and middle school levels.

Specifically, the purposes of the project were to design a teacher workshop model. This workshop was to:

1. Engender a positive attitude toward teacher responsibility in relating curriculum to careers;

2. Engender positive teacher attitudes toward curriculum activities specifically designed for the affective domain in learning--especially, those feelings, attitudes, beliefs, and values held clearly or obscurely by students as these are related to one's life work;

3. Provide teachers with an opportunity for experiential learning, aimed toward developing strategies and classroom management practices designed to facilitate learning in the affective domain.

## METHODOLOGY

The overall project, PREPARATION OF TEACHERS FOR UTILIZATION OF THE VALUING APPROACH TO CAREER EDUCATION, was conducted in two stages. The first stage, Project C4-012, involved the planning and development of a workshop model designed to facilitate teacher use of an affective approach to career education. The second stage, Project D4-012, tested and revised the pilot model during two teacher workshops, and developed guidelines for leadership teams desiring to use this workshop model.

The staff for the project consisted of Dr. James Northrop, Director, and Sarah Simonis, Codirector. Anne Stokes served as a consultant to the project. Her contributions were especially valuable because of her previous involvement in the development of the FAIS curriculum.

### Planning Conference

In an effort to involve personnel at various levels of the school system, the project staff invited a group consisting of public school teachers, administrators, and instructional service staff to participate in a developmental stage planning conference at P. K. Yonge Laboratory School, June 17-21, 1974. Invitations were issued on the basis of one or more of the following criteria: (1) The person has a positive attitude toward career education; (2) The person holds a position in the school system appropriate to support or to assume responsibility for implementation; (3) The person was involved in the field testing of the FAIS Curriculum. Effort was also made to provide representation from all areas of the State.

People who participated in the planning conference for the Teacher Workshop were:

Delores Parrott, Principal, Brooksville Middle School, Brooksville, Florida
Joyce Carrol, Counselor, Wildwood Elementary School, Wildwood, Florida
Kay Wall, Counselor, Webster Elementary and South Sumter Middle School, Webster, Florida
Jahala Stirling, Elementary School Career Education Coordinator, Alachua County
Jane Greenwood, Middle School Career Education Coordinator, Alachua County

Eleanor Mercer, Middle School Career Education Coordinator, Brevard County
Hogan Merritt, Career Education Director, Sumter County
Dorothy Foster, Fourth Grade Teacher, Bushnell, Florida
Berne Schmidlkofer, Chairman, Social Studies Department, Poinsett Middle School, Rockledge, Florida
Geraldine Rouse, Kindergarten Teacher, Campbell Park Elementary School, Gulfport, Florida
Bonnie Welch, Teacher, Wildwood Middle School, Wildwood, Florida

The goals of the planning conference were to examine possible reasons for some negative teacher attitudes toward career education and toward the affective approach to career education, and to explore possible ways of changing those attitudes. In addition, workshop participants sought to develop strategies and activities which could be used in a faculty in-service workshop at the local school level and could be used to establish criteria for selecting the leadership of such workshops. (The Planning Conference Agenda is included as Appendix A.)

From the results of the five-day planning conference, the project staff drafted a basic workshop outline, a list of teacher workshop objectives, and some suggested activities and strategies which could be used in presenting a workshop on the affective approach to career education.

## Pilot Workshops

At the request of the project staff, participants for the pilot workshops were selected by the Program Coordinators from each of the five areas of the Division of Vocational, Technical, and Adult Education. Each Area Coordinator was asked to choose one middle school and one elementary school teacher to be sponsored by the project for each of the two test workshop conferences. The Area Coordinators were also permitted to extend invitations to additional teachers, counselors, and administrators to attend at the expense of their counties.

In order to gain information relative to the use of school personnel as selected workshop leaders, public school faculty members and those who had participated in the planning conference were asked to assist in conducting the pilot workshops. The pilot workshops also provided an opportunity for those who were involved in developing activities to conduct their own activities. The project staff divided those who were to participate in pilot

workshops into two leadership teams. Each of these teams met with the project staff for one day of preparation immediately preceding the workshop they were scheduled to conduct.

Pilot Workshop A

The first pilot workshop took place at the P. K. Yonge Laboratory School on July 18 and 19, 1974. In addition to the project staff, Eleanor Mercer, Kay Wall, Berne Schmidlkofer, Geraldine Rouse, and Consultant Anne Stokes served as the leadership team. Eight teachers from four areas participated.

| | |
|---|---|
| Herman E. Jones | Area I |
| Maythe McCloud | Area I |
| Pauline Sauls | Area II |
| Naomi Douglas | Area II |
| Marjory Duffy | Area III |
| Theresa Stafford | Area III |
| Betty Thomas | Area V |
| M. L. Hurst | Area V |

William McGraw from P. K. Yonge Laboratory School attended to provide additional feedback. No participants from Area IV attended the workshop.

The major emphasis of the first pilot workshop was on creating a positive workshop atmosphere. The leadership team focused directly on developing an atmosphere of openness and involvement and on building rapport between the leaders and the participants.

The leadership team decided that an experiential approach to the affective domain would be the most effective. This approach was initiated by utilizing an activity designed to encourage people to interact and to get acquainted with each other on a personal level, and was followed up throughout the workshop process with various strategies and by personal involvement of the leaders.

The leaders also presented an introduction to career education, to the valuing process, and to some values clarification strategies which could be adapted by teachers to their own classes. Examples of these are included in the LEADER'S GUIDE. Again the emphasis was on relating each area to the participant's own personal experience, feelings, and attitudes. (For an agenda for Workshop A see Appendix B.)

Questionnaires were used to evaluate the workshop. One focused on the workshop format and the leadership

(Appendix C), the other two, on the individual workshop activities (Appendix D and Appendix E).

Workshop B

After evaluating the first pilot workshop and considering the suggestions of the participants and the leadership team, the project staff revised and refined the workshop outline, workshop objectives, and the strategies which had been used in presenting the workshop. It was considered necessary at that point to incorporate more skill development activities and to provide more material on the process of valuing and processes for creating a classroom atmosphere conducive to affective education.

Ten components were identified in breaking down the content and process of the workshop. These ten units became the basis for the agenda of the second workshop. (See Appendix F for the agenda of Workshop B.)

The second pilot workshop was held at P. K. Yonge Laboratory School on August 1 and 2, 1974. The leadership team consisted of Bonnie Welch, Delores Parrott, Dorothy Foster, Anne Stokes, and the project staff. Four different areas were represented by twelve teachers and one county level career education director. They were:

| | |
|---|---|
| Marilyn Bishop | Area I |
| Marcia Shellhaus | Area I |
| Martha Gregory | Area I |
| Rosa Bouie | Area II |
| Marilyn Little | Area II |
| Beth Dixon | Area III |
| Jeff Wright | Area III |
| Edith Buffett | Area III |
| Debbie Hoffman | Area III |
| Janie Walker | Area V |
| Ermil Stohler | Area V |
| Dave Quinn | Area V |
| John Linardi | Area V |

Area IV participants did not attend.

During the second test workshop leadership sought to focus more on participants' development of skills requisite to the use of the affective approach to career education than on career education information and the workshop atmosphere. The processes of valuing and values clarification were introduced by using a flip chart presentation. This activity was followed up with several values clarification activities so that teachers could both experience the process and gather ideas for use in their classrooms.

In order to implement an affective approach to career education in a classroom successfully, the teacher must first create an open and nonthreatening classroom atmosphere in which students feel free to explore and develop feelings, attitudes, and values. Workshop leaders worked with the participants on methods of creating an open classroom atmosphere and making the transition to an affective level of teaching.

Instruments used in evaluating the first workshop were also used in the second pilot workshop. Revisions were made in the individual activity rating form to adapt it to the new workshop agenda.

Reactions to the workshop were again favorable. Participants commented that they enjoyed the open atmosphere and that strategies used would be useful to them. Most participants indicated that they felt rushed and that more time should be allotted for activities.

## Teacher-Attitude Survey

Since attitude was considered to be of prime importance in preparing teachers to use an affective approach to career education, the project staff sought to develop an appropriate instrument to measure attitude change. An opinionnaire was designed to indicate participants' attitudes toward career education in general, and toward the affective approach in particular (Appendix G). The opinionnaire was administered both at the beginning and at the end of each workshop. Participants responded to the questions on a four-point scale ranging from "strongly agree" to "strongly disagree". Participants were not given the option of a neutral response. Responses were then weighted on a scale from +2, to indicate a positive attitude, to -2 to indicate a negative attitude toward the item. Two subscales are represented--attitudes toward career education and attitudes toward the application of affective approaches in the classroom. Career education items are numbers 3, 4, 5, 9, 11, 14, 16, 17, 18, 20, 23, 25, 26, 27, 29, and 30. Affective approach items are numbers 1, 2, 6, 7, 8, 10, 12, 13, 15, 19, 21, 22, 24, and 28.

Items are keyed as follows:

CE = Career Education
A = Affective Approach

Positive attitude direction is indicated by the X.

## FINDINGS AND ANALYSIS

The nature and scope of the related Projects C4-012 and D4-012 included the planning of a teacher workshop in the use of affective approaches to career education and the testing of that workshop. The results of the two projects are in the form of a developmental workshop curriculum format rather than research findings. However, the Report of the Projects does contain some indication of the reactions of teachers attending the pilot workshops as well as the results of an opinionnaire designed to assess teacher attitudes toward career education and toward teaching in the affective domain. The LEADER'S GUIDE contains the teacher workshop leadership materials which resulted from the planning conference and the two pilot workshops. The TEACHER'S HANDBOOK contains workshop materials designed for teacher-participants.

An attempt was made to develop for the professional development of teachers selected learning experiences which would influence in a positive manner the attitudes of teachers toward incorporating into the curriculum activities career education as well as affective dimensions of the curriculum. Data were sought from pilot workshop participants relative to their feelings about the workshop experience and the leadership of the workshop. In addition, attempts were made to measure changes in attitudes toward both career education and the teacher's functioning in the affective domain in their curriculum activities.

Participants in the first workshop indicated that it was helpful and the atmosphere was viewed as positive. Reactions to leadership by pilot workshop participants was favorable. However, the leadership critique of the workshop concluded that too much time had been spent on information related to career education at the expense of valuing process development for teachers.

Evaluations from the second workshop showed a generally favorable reaction to the workshop and leadership. Participants consistently commented that they appreciated the atmosphere of openness in the group and attributed this to the involvement of the leadership team. Negative criticism of the workshop centered around the lack of organization and lack of time to carry out activities through a thorough discussion stage.

The opinionnaire to survey teacher attitudes was administered pre- and post-workshop to each participant. Mean

scores were tabulated for each participant and by workshop group. Mean scores for individuals and for the respective workshop groups were tabulated both for the career education subscale and for the affective curriculum subscale. Results are shown in Tables 1 and 2.

Table 1. Results of Teacher Attitude Survey, Pilot Workshop A.

| Participant Number | Mean Score Career Education pre | post | Mean Score Affective Classroom Approach pre | post |
|---|---|---|---|---|
| 1 | 1.45 | 1.60 | 1.33 | 1.21 |
| 2 | 1.36 | 2.00 | 1.53 | 2.00 |
| 3 | 1.82 | 1.91 | 1.37 | 1.63 |
| 4 | 1.91 | 1.91 | 1.42 | 1.32 |
| 5 | 2.00 | 2.00 | 1.68 | 1.29 |
| 6 | 1.09 | 1.55 | 1.21 | 1.42 |
| 7 | 2.00 | 2.00 | 1.89 | 1.79 |
| 8 | 1.91 | 1.91 | 1.89 | 2.00 |
| 9 | 1.18 | 1.18 | 0.61 | 1.11 |
| Group Mean | 1.64 | 1.78 | 1.52 | 1.61 |

The mean response of the group showed a slight positive gain on each of the two parts, although the individual responses varied. No further analysis was conducted because of the small number in the sample.

Table 2. Results of Teacher Attitude Survey, Pilot Workshop B.

| Participant Number | Mean Score Career Education | | Mean Score Affective Classroom Approach | |
|---|---|---|---|---|
| | pre | post | pre | post |
| 1 | 1.82 | 2.00 | 1.44 | 1.83 |
| 2 | 2.00 | 2.00 | 1.94 | 1.95 |
| 3 | 1.45 | 1.55 | 1.63 | 1.58 |
| 4 | 1.40 | 1.82 | 0.95 | 1.58 |
| 5 | 1.82 | 2.00 | 0.42 | 0.68 |
| 6 | 0.82 | 1.36 | 1.11 | 1.37 |
| 7 | 1.27 | 1.91 | 1.68 | 1.89 |
| 8 | 1.73 | 1.91 | 1.89 | 1.89 |
| 9 | 1.91 | 2.00 | 1.22 | 1.95 |
| 10 | 1.27 | 2.00 | 1.79 | 2.00 |
| 11 | 1.91 | 2.00 | 1.89 | 1.95 |
| 12 | 1.18 | 1.45 | 1.00 | 1.42 |
| 13 | 1.82 | 0.82 | 0.84 | 0.47 |
| Group Mean | 1.57 | 1.76 | 1.22 | 1.58 |

On both subscales the pretest mean scores of the second workshop group were lower than the pretest mean scores of the first workshop group; and the second group showed greater change in attitude toward both career education and the affective classroom approach.

## CONCLUSIONS AND RECOMMENDATIONS

Project FUSION, BR4-0032, completed the study of some problems encountered in implementing a new concept and a new approach to career education into existing programs in public schools of Florida. The Teacher Preparation Workshop Development Project, C4-012, and Test Workshops Project, D4-012, reported herein, have developed a model workshop which is now available for use in in-service teacher preparation throughout the State. It is anticipated that the outcome of implementation of the model will be that teachers will become receptive to affective approaches to career education. In addition, possibilities for pre- and in-service teacher preparation through more conventional avenues, such as continuing education and teacher education centers, should be explored and developed.

It is recommended that a plan be developed and implemented to utilize teacher workshops in preparing those who intend to use affective approaches to career education. A process type, experiential workshop is suggested for consideration. The objectives of such a workshop are to:

1. Engender a positive attitude toward teacher responsibility in relating curriculum to careers:

2. Engender positive teacher attitudes toward curriculum activities specifically designed for the affective domain in learning--especially, those feelings, attitudes, beliefs, and values held clearly or obscurely by students as these are related to one's life work;

3. Provide teachers with an opportunity for experiential learning, aimed toward developing strategies and classroom management practices designed to facilitate learning in the affective domain.

The recommendation that this approach be utilized is based upon the conviction of the project staff that attitude modification as well as skill and strategy development are necessary for successful implementation of curricula in the affective domain.

It is also believed necessary that priority consideration be given to the development of effective local leadership for teacher preparation. Because of the nature of

skills to be developed and the relationship of attitude to curriculum implementation, well-prepared leadership is critical to the effectiveness of the workshop. This could also make available follow-up consultation for teachers. It is also proposed that these leaders be faculty and staff carefully selected to comfortably lead experiential workshops in the affective domain. Therefore, suggested selection process and criteria are included.

The three objectives of the workshop described involve the development of more positive and appropriate attitudes on the part of teachers and other school staff. Also involved is the development of teacher competencies facilitative in responding to students and in creating a classroom environment conducive to learning in the affective domain. Most teachers apparently have not received preparation in this style of teaching during professional preparation. The teacher may best learn these skills and strategies through experiencing them. Hence, use of a process approach is essential in conveying to teachers the value of using this same process approach in the classroom. It is suggested, therefore, that a course be developed from the workshop model which may be offered through continuing education or included in offerings in the teacher education centers being developed throughout the state.

REFERENCE CHART OF WORKSHOP COMPONENTS

| Component | Time (Hours) | Type of Activity | Materials |
|---|---|---|---|
| Pre-Workshop Survey | 1/4 | Survey | Attitude Opinionnaire (Teacher's Handbook) |
| #1. Introduction of Career Education | 1/2 | Oral-Film Presentation and Discussion | Handbook, 16 mm. Film, Projector, Screen |
| #2. Getting Acquainted | 1 | Games, Interaction, and Discussion | Handbook, 3 x 5 Cards, Felt Pens, Paper, Pencils, Poster Paper, Crayons, Construction Paper, Scissors, Magic Markers, Old Magazines, etc. |
| #3. Goal Setting and Expectations | 1/2 | Sentence Completion and Discussion | Handbook |
| #4. Introduction to the Valuing Process | 2 | Activities, Values Clarification, Reading, Games, and Discussion | Handbook |
| #5. Values Clarification Strategies and Activities | 2 | Games, Activities, and Discussion | Handbook, Paper, Pencil, Chalkboard, Chalk |
| #6. Resources | 1 | Reading and Materials Examination | Handbook; Supplement with Leader-Prepared Locally Available Materials |
| #7. Creating an Open Classroom Atmosphere | 3 | Discussion, Small Group Activity Dyads, and Games | Handbook, 3 x 5 Cards Prepared to List Situations, Pencil, Paper, Chalkboard, Chalk |
| #8. Transition Activity for the Classroom | 4 | Activities, Games, and Discussion | Handbook, Chalkboard, Chalk, Pencil, Paper |
| #9. Teachers Create Activities from Strategies Used in the Workshop | 1 3/4 | Activities, Discussion, Tryouts, and Critiques | Paper, Pencil |
| #10. Evaluation | 1/4 | Survey, Completion, and Discussion | Handbook, Pencil, Attitude Opinionnaire |

Suggested Schedule for Workshop:

Hours 1 & 2—Components #1, #2, & #3.
Hours 3 - 6—Components #4 & #5.
Hours 7 -10—Components #6 & #7.
Hours 11-14—Component #8.
Hours 15 & 16—Components #9 & #10.

## RECOMMENDED PROCESS MODEL FOR TEACHER PREPARATION IN AFFECTIVE APPROACHES TO CAREER EDUCATION

### Local Leader Preparation Program

PART I. Teacher Workshop. 16 hours (8 sessions of 2 hours).

Potential local staff who are to lead teacher workshops will participate in the teacher workshop as a group. In the case of small counties, several may send representatives to a centrally located workshop. Those who are to become leaders will also participate in Part II.

PART II. Leader Development Program. 8 hours additional (4 sessions of 2 hours).

Consists of:

A. Additional reading and discussion of the rationale.
B. Practice in conducting activities in values clarification and in creating appropriate classroom atmosphere.
C. Feedback from consultants and group.

PART III. Co-lead a Faculty Workshop.

Supervised experience in implementing a teacher workshop.
Supervision by another experienced leader--initially project staff.
(It is suggested that faculty and staff be prepared in pairs for purposes of mutual support. For example, a teacher and counselor team.)

PART IV. Monitoring and consulting with faculty during application of the various affective approaches to career education.

### Suggested Criteria for Selection of Local Leaders

Through interview or recommendation of local administration, persons may be selected in pairs for each school faculty with a ratio of one leader to 12 to 15 faculty members. For example, a faculty of 45 would require three leaders; 17 faculty, two leaders; and 60 faculty, four leaders.

Persons should be:

Accepted and respected by faculty colleagues.
Open to innovation in education as evidenced by application of new ideas in the school program.
Flexible, adaptable, and relate well to people.
Able to maintain poise in front of colleagues.
Remain available to faculty following the workshop.
Able to work with another co-leader.
Demonstrate the ability to develop and maintain an environment in the classroom which facilitates personalized, student-centered learning.

# APPENDIXES

## APPENDIX A

## PLANNING CONFERENCE
## TEACHER PREPARATION FOR UTILIZATION
## OF THE VALUING APPROACH TO CAREER EDUCATION

### AGENDA
June 17-21, 1974

| | |
|---|---|
| MONDAY | Introductions and Welcome<br>Overview of the Project and overall goals of Planning Conference<br>Feedback from the Field |
| TUESDAY | Goal Setting<br>Definition of Terms<br>Discussion of Attitudes Toward:<br>1. Career Education<br>2. Affective Domain Curriculum<br>3. The Valuing Approach to Career Education |
| WEDNESDAY | What are ways we can influence attitude? How can we construct strategies to change attitudes of teachers, counselors and administrators? |
| THURSDAY | Staff Development |
| FRIDAY | Staff Development and Workshop Evaluation |

APPENDIX B

AN AFFECTIVE APPROACH TO CAREER EDUCATION

July 18 and 19, 1974

THURSDAY — P. K. Yonge Laboratory School

10:00 a.m. — Pretest Opinionnaire

Welcome--Dr. J. B. Hodges, Director, P. K. Yonge Laboratory School

Get Acquainted
"This is Me"

Goal Setting and Expectations
"I Came to the Workshop"
"Workshop Leadership Goals"

An Introduction to Career Education
I Want to Be--an introductory film to career education

12:00 — Lunch

1:30 p.m. — Idylwild Elementary School

Introduction to Career Education (continued)
"Historical Look at Career Education"
"Career Education: Definitions"
"What is a Value?"--a puppet presentation
"The Process of Valuing"
"The Values Grid"
"A Work Values Activity"

Wrap up and Evaluation of day's activities
"I am aware that I . . ."

FRIDAY

8:30 a.m. — Creating a Classroom Atmosphere Conducive to Exploring Values

Workshop Jobs

The Process of Facilitative Responding
"Put-Downs vs. Pick-Ups"
"Dyads or Triads for Practicing Responding"
"Note Exchange"

Some Strategies, Activities, and Resources for Values
Clarification and Career Education
"Resource Guide"
"WOT--A Cooperation Activity"

12:00 Lunch

1:30 p.m. Integrating the Valuing Approach to Career Education into Individual Classrooms
"Strategy-Storming"
"Creating Classroom Activities Relating to Teachers' Own Classrooms"

Evaluation
"Individual Strategy Evaluation Form"
"Overall Workshop Evaluation Form"
Posttest Opinionnaire

4:00 p.m. Adjourn

## APPENDIX C

## WORKSHOP EVALUATION

Response Key:

1. very much
2. somewhat
3. slightly
4. not at all

| | |
|---|---|
| 1 2 3 4 | Degree to which information presented was adequate and relevant. |
| 1 2 3 4 | Degree to which the workshop followed a logical sequence. |
| 1 2 3 4 | Degree to which ideas were tied together. |
| 1 2 3 4 | Degree to which workshop leadership provided direction and organization. |
| 1 2 3 4 | Degree to which workshop goals were explained. |
| 1 2 3 4 | Degree to which workshop goals were accomplished. |
| 1 2 3 4 | Degree to which I felt involved. |

What did you like best about the workshop?

What did you like least about the workshop?

Would you like to have a workshop like this with your whole faculty?

Would you like to have further get-togethers to share our use of these ideas?

## APPENDIX D

## INDIVIDUAL STRATEGY EVALUATION
(Workshop A)

1. Liked the strategy very much. Thought it was very relevant to this type of workshop and should be incorporated as is into the workshop.

2. Strategy needs minor revisions but should be kept in workshop format.

3. Strategy was okay; don't have much reaction one way or another.

4. Didn't like the strategy, but it might be redeemed with major revisions.

5. Thought it was a poor strategy and should be eliminated from the workshop.

1 2 3 4 5 Get acquainted, "I AM" poster

Comment_____

1 2 3 4 5 I came to the workshop and _____

Comment_____

1 2 3 4 5 Film, I Like to Be

Comment_____

1 2 3 4 5 Large group discussion and brainstorming of career education

Comment_____

1 2 3 4 5 "Values Grid"

Comment_____

1 2 3 4 5 Small group discussion on "What is a Value?"

Comment_____

1 2 3 4 5 "Workshop Jobs"

Comment_____

1 2 3 4 5 Small group discussion of classroom atmosphere

Comment_____

1 2 3 4 5 Triads for listening and facilitating

Comment_____

1 2 3 4 5 Letter exchange (Goof Give)

Comment_____

1 2 3 4 5 "WOT"

Comment_____

1 2 3 4 5 "Heavenly Careers"

Comment_____

1 2 3 4 5 "5 Choices"

Comment_____

1 2 3 4 5 "Strategy Storming"--create your own activities

Comment_____

## APPENDIX E

### INDIVIDUAL STRATEGY EVALUATION
(Workshop B)

1. Liked the strategy very much. Thought it was very relevant to this type of workshop and should be incorporated as is into the workshop.

2. Strategy needs minor revisions but should be kept in workshop format.

3. Strategy was okay; don't have much reaction one way or another.

4. Didn't like the strategy, but it might be redeemed with major revisions.

5. Thought it was a poor strategy and should be eliminated from the workshop.

1 2 3 4 5 Career education presentation

Comment_____

1 2 3 4 5 Get acquainted interview

Comment_____

1 2 3 4 5 I came to the workshop and _____

Comment_____

1 2 3 4 5 Film, I Like to Be

Comment_____

1 2 3 4 5 Puppet presentation on the valuing process

Comment_____

1 2 3 4 5 Value trip activity

Comment_____

1 2 3 4 5 "20 things I like to do"

Comment_____

1 2 3 4 5 Auction Game

Comment_____

1 2 3 4 5 Fantasy experience

Comment_____

1 2 3 4 5 Triads for listening and facilitating

Comment_____

1 2 3 4 5 Transition activities

Comment_____

1 2 3 4 5 "Strategy Storming"--create your own activities

Comment_____

## APPENDIX F

## AN AFFECTIVE APPROACH TO CAREER EDUCATION

August 1 and 2, 1974

| | |
|---|---|
| THURSDAY | P. K. Yonge Laboratory School |
| 10:00 a.m. | Pretest Opinionnaire |
| | Welcome--Dr. J. B. Hodges, Director, P. K. Yonge Laboratory School |
| | Introduction to Career Education<br>An Historical Perspective (handout)<br>Workshop Definitions (handout)<br>Film--I Want to Be |
| | Getting Acquainted<br>"Getting Acquainted with Other People" |
| | Workshop Goals and Expectations<br>"I Came to the Workshop"<br>"Leadership Goals" (handout) |
| 12:00 | Lunch |
| 1:30 p.m. | The Process of Valuing<br>"Puppet and Flipchart"<br>"The Process of Valuing" (handout)<br>"Value Trip" |
| | Values Clarification Activities<br>"20 Things I Like to Do"<br>"Work Values Brainstorming and Auction" (LAMP)<br>"Values Voting" |
| FRIDAY | Idylwild Elementary School |
| 8:30 a.m. | Creating a Classroom Atmosphere<br>"Fantasy Experience"<br>"Elements of an Open Classroom Atmosphere" (small group discussion)<br>"Methods of Facilitative Responding Using Facilitative Teaching: Theory and Practice, Wittmer and Myrick" |
| | Transition Activities |

12:00 Lunch

1:30 p.m. Strategy Storming

Teachers create their own classroom activities integrating the affective approach to career education into individual teaching disciplines.

Evaluation
"Overall Workshop Evaluation Form"
"Individual Activity Rating Form"
Posttest Opinionnaire

4:00 p.m. Adjourn

## APPENDIX G

### OPINIONNAIRE

This is an opinionnaire. There are no right answers or wrong answers, only your opinion. We have tried to cover many different and opposing points of view. You may find yourself agreeing strongly with some questions and just as strongly disagreeing with others. Please select the answer which best describes how you feel about each of the following statements and make a mark in the appropriate column.

Response Key

SA = strongly agree
A = agree
D = disagree
SD = strongly disagree

OPINIONNAIRE

| Subscale* | SA | A | D | SD | | |
|---|---|---|---|---|---|---|
| A | X | ___ | ___ | ___ | 1. | Children need to learn how to communicate and get along with each other on a personal level, and school is a good place to learn and practice this. |
| A | X | ___ | ___ | ___ | 2. | How a child feels about what he learns and about learning is as important as what he learns. |
| CE | X | ___ | ___ | ___ | 3. | Career education is not only cognitive and information-based learning, but it is also concerned with teaching process skills; i.e., how to judge one's own values and make one's own decisions as opposed to which values to hold or which decisions are right. |
| CE | X | ___ | ___ | ___ | 4. | Choices involving personal life styles, personal values, and leisure time preferences are an essential part on one's career development. |
| CE | X | ___ | ___ | ___ | 5. | Career education should be the responsibility of every educator, including teachers, counselors, and administrators. |
| A | X | ___ | ___ | ___ | 6. | Children's values are affected by what they learn in school whether we structure values clarification experiences or not. |
| A | X | ___ | ___ | ___ | 7. | Schools should be concerned with values and the valuing process since children spend a good percentage of their lives in school. |
| A | X | ___ | ___ | ___ | 8. | Children should have a total learning experience in school, including personal, feeling-oriented learning as well as cognitive, fact-oriented learning. |

*X = Positive Attitude Direction.

| Subscale | SA | A | D | SD | | |
|---|---|---|---|---|---|---|
| CE | ___ | ___ | ___ | X | 9. | Schools can do little to develop positive attitudes toward work. |
| A | X | ___ | ___ | ___ | 10. | Affective education is the responsibility of educators and parents working together. |
| CE | X | ___ | ___ | ___ | 11. | Career education should not be limited to classroom experiences but should extend beyond the boundaries of the school. |
| A | ___ | ___ | ___ | X | 12. | Education in the area of feelings, attitudes, and values is important, but I do not have time for this in my classroom. |
| A | ___ | ___ | ___ | X | 13. | Children will develop an appropriate set of values if adults leave them alone to learn by their own experience. |
| CE | X | ___ | ___ | ___ | 14. | Career education should be integrated into all areas of the school curriculum. |
| A | ___ | ___ | ___ | X | 15. | Setting an example is enough to teach my students a good set of values. |
| CE | ___ | ___ | ___ | X | 16. | I do not have time to teach career education in my class. |
| CE | X | ___ | ___ | ___ | 17. | In career education, increasing self-understanding is as important as acquiring information and skills. |
| CE | ___ | ___ | ___ | X | 18. | Career education is a good idea for secondary students, but it is not appropriate for younger students. |
| A | ___ | ___ | ___ | X | 19. | I am not comfortable talking about values with my students. |
| CE | ___ | ___ | ___ | X | 20. | Career education should be taught to students of low academic ability, but top students don't need it because they are going to college. |

| Subscale | SD | A | D | SD | | |
|---|---|---|---|---|---|---|
| A | ___ | ___ | ___ | X | 21. | A child's values are strictly the domain of his parents, and I as a teacher have no business discussing values in class. |
| A | ___ | ___ | ___ | X | 22. | I know through experience that my values are good ones, and it is my responsibility to transfer that set of values to my students. |
| CE | X | ___ | ___ | ___ | 23. | Career education should be for all students regardless of their future educational plans. |
| A | ___ | ___ | ___ | X | 24. | My concern in the classroom is that the children learn skills and academic matter. Their feelings are their own business. |
| CE | X | ___ | ___ | ___ | 25. | Career education should be for students of all ages including elementary through post-secondary. |
| CE | ___ | ___ | ___ | X | 26. | Career education is unnecessary; students get enough information now. |
| CE | ___ | ___ | ___ | X | 27. | We should offer a separate course in career education so students can take it as an elective. |
| A | ___ | ___ | ___ | X | 28. | Exploring children's feelings is the role of the counselor, not the teachers. |
| CE | ___ | ___ | ___ | X | 29. | Schools should provide students with information about the world of work. That in itself should be enough to enable them to make career decisions adequately. |
| CE | X | ___ | ___ | ___ | 30. | I would like to have more career education materials to use in my classroom. |



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